

Stop Telling Fibs!

"Tomek, hurry up and get ready!" yelled Mum from downstairs.

"I can't get ready," said Tomek, "there's a grizzly bear in my underwear!"

"Stop telling fibs!" said Mum.



"Get in the car or you'll be late for school," said Mummy.

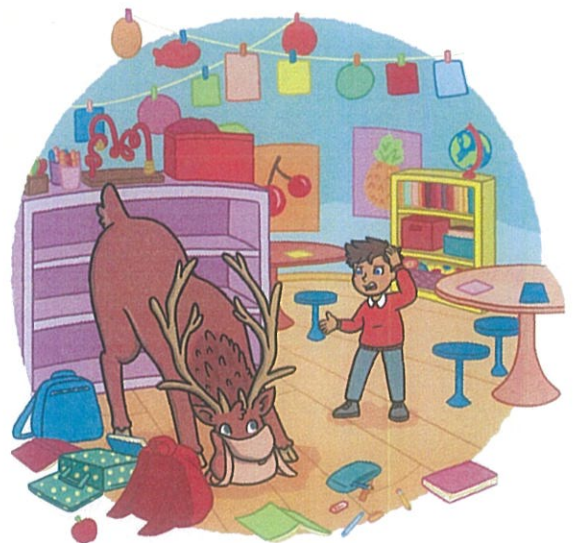
"I can't get in the car," said Tomek, "there's a goat in my coat!"

"Stop telling fibs!" said Mummy.

"Time to put your things away and go to your classes," said Mr Peters at breakfast club.

"I can't put my things away," said Tomek, "there's a stag in my bag!"

"Stop telling fibs!" said Mr Peters.





“Wrap up warm for home time,” said Miss Li.

“I can’t wrap up warm,” said Tomek, “there’s a kitten in my mitten!”

“Stop telling fibs!” said Miss Li.

“You need to get changed for swimming,” said Jen.

“I can’t get changed for swimming,” said Tomek, “there are skunks in my trunks!”

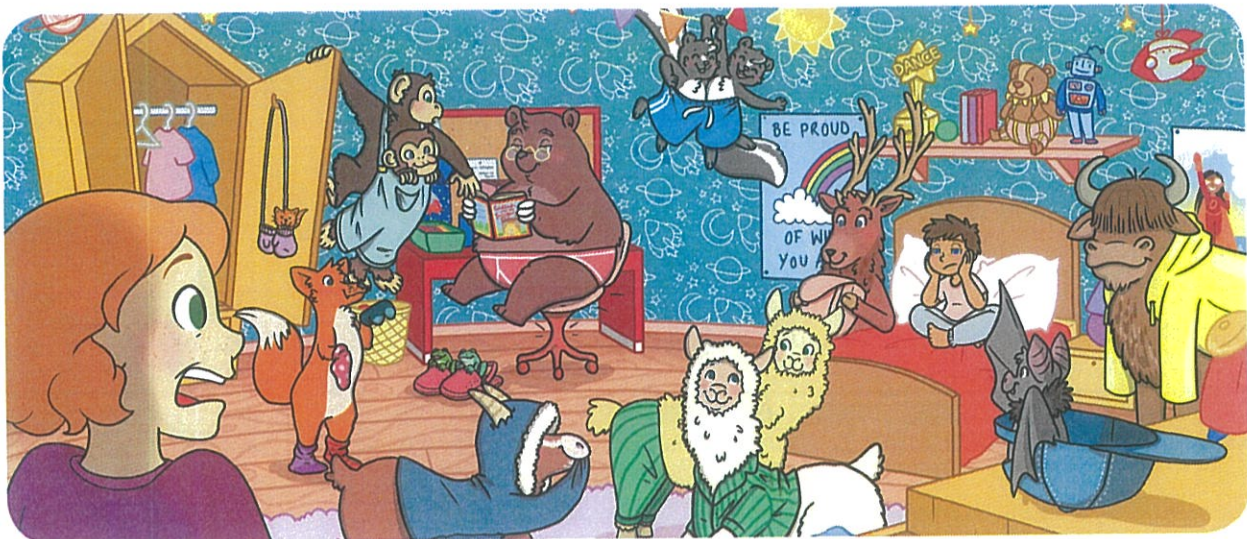
“Stop telling fibs!” said Jen.



“Time to get ready for bed,” said Mum.

“I can’t get ready for bed,” said Tomek, “there are llamas in my pyjamas.”

“Stop telling fi... Arghh!”



Questions

1. What is the name of the main character? Tick one.

- Teddy
- Tomek
- Tobin

2. What is the first animal we meet in the story? Tick one.

- a cat
- a bear
- a moose

3. Why can't Tomek get in the car? Tick one.

- There is a goat in his coat.
- There is a kitten in his mitten.
- There are skunks in his trunks.

4. What do all of the adults keep saying to Tomek? Tick one.

- Stop telling fibs!
- Be quiet!
- Tidy up!

5. What item of clothing does Tomek find the llamas wearing? Tick one.

- a hat
- a scarf
- pyjamas

Questions

1. Who tells Tomek to hurry up and get ready? Tick one.

- his mum
 his sister
 his nan

2. What animal does Tomek find in his underwear? Tick one.

- a polar bear
 a panda bear
 a grizzly bear

3. Where is Tomek when he finds skunks in his trunks?

4. Draw a line to match the animals with the clothing they were wearing.

kitten

goat

llamas

coat

pyjamas

mitten

5. Complete this sentence.

Stop telling _____!

lies

tales

fibs

Questions

1. Where is Tomek when he finds a grizzly bear in his underwear? Tick one.

- in the kitchen
 in his bedroom
 in the living room

2. What is special about the names of the animals and the names of the clothes they are found in?

3. List three pairs of rhyming words in the story.

1. _____
2. _____
3. _____

4. Put these events from the story in order by numbering them 1 to 4. The first one has been done for you.

Tomek tries to get changed for swimming.	
Tomek tries to get ready for bed.	
Tomek tries to get ready for school.	1
Tomek tries to put his book away.	

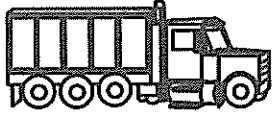
5. How do you think Tomek feels by the end of the story?

6. Why do you think the adults in the story think Tomek is telling fibs all the time?

Name: _____

Date: _____

ck



truck

pack _____

pack _____

neck _____

neck _____

back _____

back _____

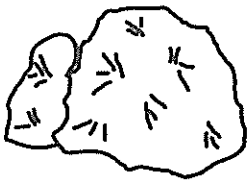
sick _____

sick _____

rock _____

rock _____

ro ___



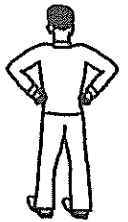
ti ___



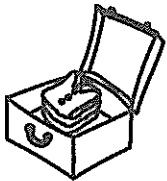
ne ___



ba ___



pa ___



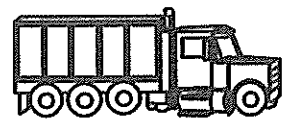
si ___



qui ___



tru ___



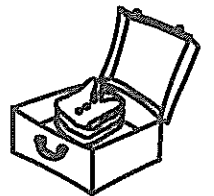
ck

ck

ck

ck

Pack the bags quickly.



Pack

Name: _____

Date: _____

qu



queen

quick _____

quick _____

quiz _____

quiz _____

quill _____

quill _____

quilt _____

quilt _____

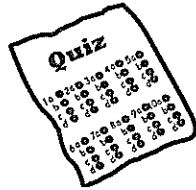
queen _____

queen _____

queen



___iz



___iet



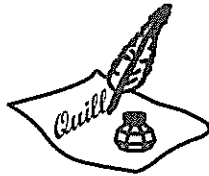
___ick



quack



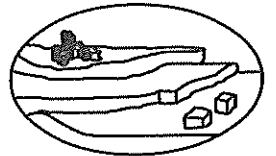
___ill



___ilt



___arry



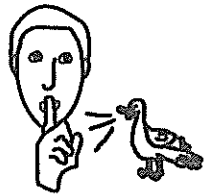
quack

quietly

little

duck!

Quack quietly, little duck!

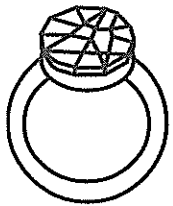


Quack

Name: _____

Date: _____

ng



ring

king _____

long _____

hang _____

fang _____

sang _____

king _____

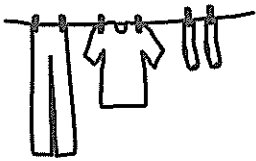
long _____

hang _____

fang _____

sang _____

hang



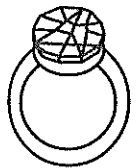
so _____



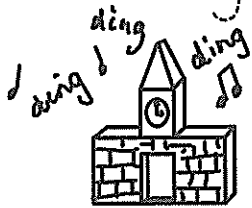
bri _____



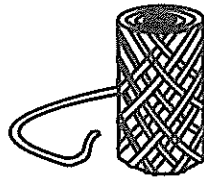
ri _____



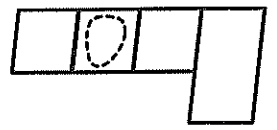
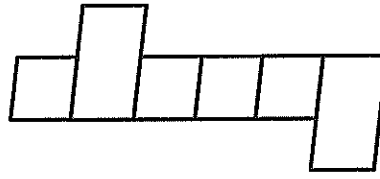
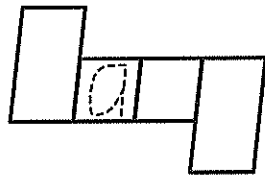
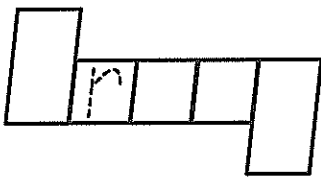
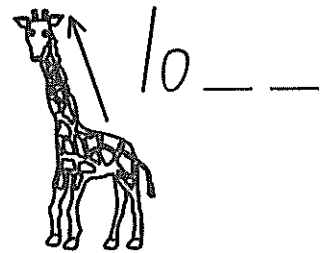
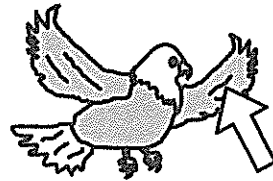
rung



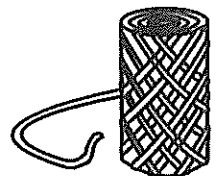
stri _____



wi _____



Bring a long string.



Bring

Activity Grid

ck, sh, ch
(end)

Spelling Words

1. rock
2. duck
3. wash
4. rich
5. bunch
6. dish
7. fish
8. pick
9. lunch
10. touch

Extension

1. rubbish
2. knock
3. beach
4. starfish
5. sandwich

Sort your spelling words into their digraph groups (ck,sh,ch).	Use glue to write each spelling word. Sprinkle glitter over the glue.
Write out your spelling words. Circle the digraphs in each word.	Put five of your spelling words in five sentences.
Using a container of water and a paintbrush, paint each of your spelling words on some concrete.	Write out your spelling words in rainbow colours.
Search through books to find your spelling words. Use tally marks to record how many times you find each word.	Build your spelling words using Lego or blocks.
Write out each of your spelling words using dots.	Put letter cards on the floor. Using a flyswatter, swat the letters in the order to spell words.

My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.

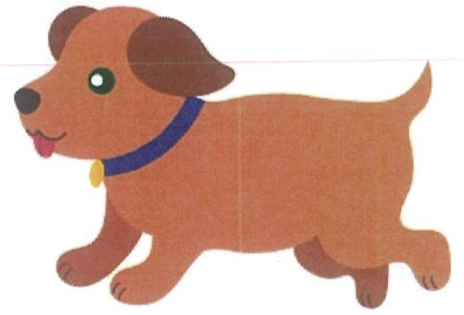


What was your favourite part?

Draw your favourite scene from the book.

A large, empty rectangular box with rounded corners, intended for drawing a favourite scene from the book.

My Puppy Likes To Play



I have a puppy that likes to play with rubber balls. I threw him a yellow ball to play with. My puppy loves to chew rubber balls. He chewed the yellow ball.

My puppy found a red ball in the yard. He played with the red ball in the yard.

My puppy found a blue ball in the yard. I kicked the blue ball and he ran after it.

I am looking for another ball for my puppy. What should I do next with that ball?

How many rubber balls did my puppy find?

- One
- Two
- Three
- Four

What color was the rubber ball the puppy played with?

- Yellow
- Red
- Blue
- Orange

What did my puppy do with the yellow rubber ball?

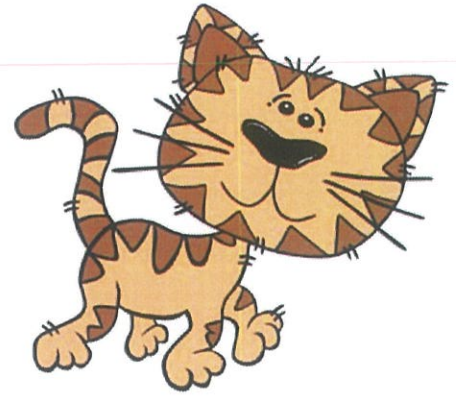
- Chewed it
- Ran with it
- Ate it
- Gave it to his owner

What did my puppy do with the blue rubber ball?

- Played with it
- Ran after it
- There wasn't a blue ball
- None of the above

There Was A Cat

I have a tan cat.
The cat sat on my book.
My cat jumped off the book.
I also have a dog.
The dog likes to eat his bone.
The dog sat on the floor.
My cat is sleeping.
My dog is sleeping.
My cat and dog are sleeping.



What did the cat do?

- Cat sat
- Cat jumped
- Cat went to sleep
- Cat ran

Where did the cat sit?

- Rat
- Table
- Bed
- Book

What did the dog have?

- Cat
- Bone
- Coat
- Shirt

What did the dog do?

- Sat
- Ate
- Ran
- Bit

Can You See My Dad?

Can you see my dad?
He has a car.
I can sit in his car.
My dad is fun.
He drives the car.
My hat is in his car.
I can put on my hat.
My hat is blue.
I wear my hat in the car.

Who has a car?

- Can
- Dad
- Cat
- Dog



What is in the car?

- Hat
- Dog
- Cat
- Mat

What was put on the map?

- Ate lunch
- Washed car
- Went to sleep
- Drives the car

What color is my hat?

- Blue
- Red
- Green
- Black

The Map

My mom gave me a map.
I like to read the map.
I put a star on the map.
I have a dog.
The dog is tan.
I pet my dog on the head.
My dog likes to sleep.
My dog sleeps on my map.
He can nap on my map.



What did mom give me?

- Can
- Man
- Map
- Dog

What does the dog do?

- Sleep
- Eat
- Run
- Jump

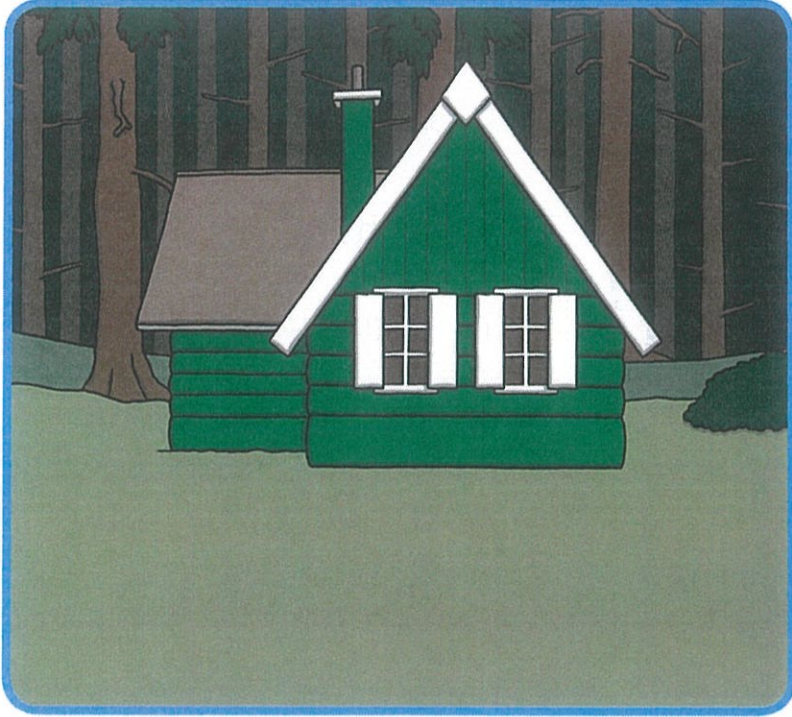
What was put on the map?

- Food
- Mom
- Car
- Star

What is this story about?

- Map and dog
- Dog and cat
- Mom and dad
- Mat and nap

Story Settings Description

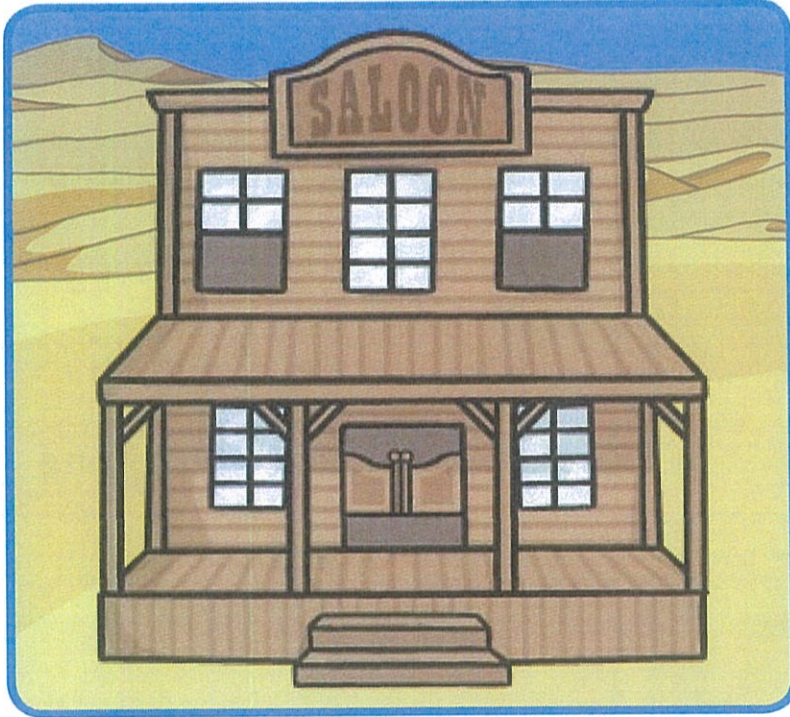


Key Words

spooky dark quiet damp
freezing gloomy creepy
calm peaceful lonely
wild leafy cold terrifying
hidden

Can you write a paragraph about this setting?

Story Settings Description



Key Words

sandy dusty hot

scorching bright

dry warm old wild

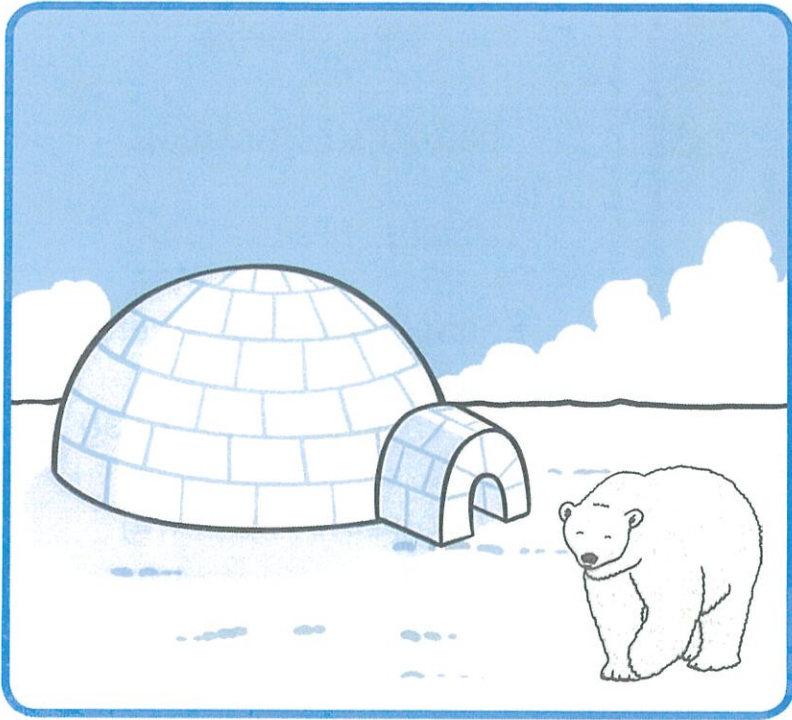
wooden old-fashioned

unattractive dirty filthy

arid

Can you write a paragraph about this setting?

Story Settings Description



Key Words

cold freezing snowy

icy bright white lonely

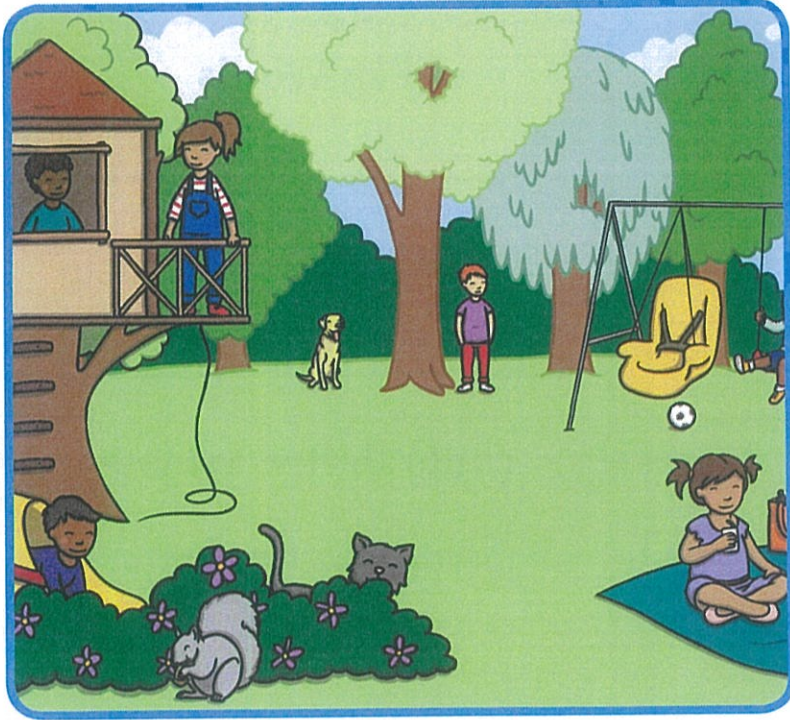
quiet beautiful dangerous

chilly bitter remote

breathtaking arctic

Can you write a paragraph about this setting?

Story Settings Description

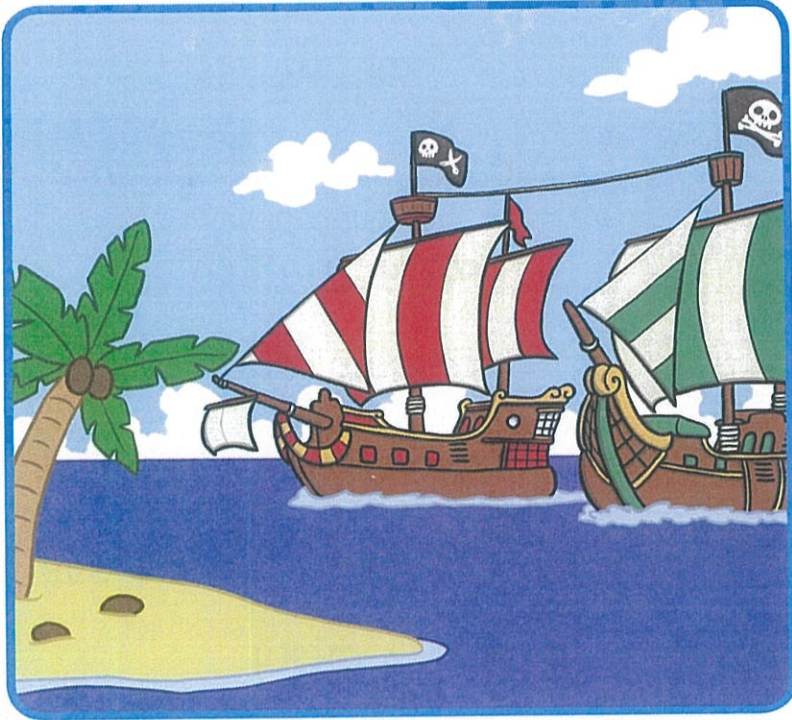


Key Words

beautiful fantastic
lovely green leafy
noisy crowded lively
fun entertaining busy
enjoyable relaxing
wonderful pleasant

Can you write a paragraph about this setting?

Story Settings Description

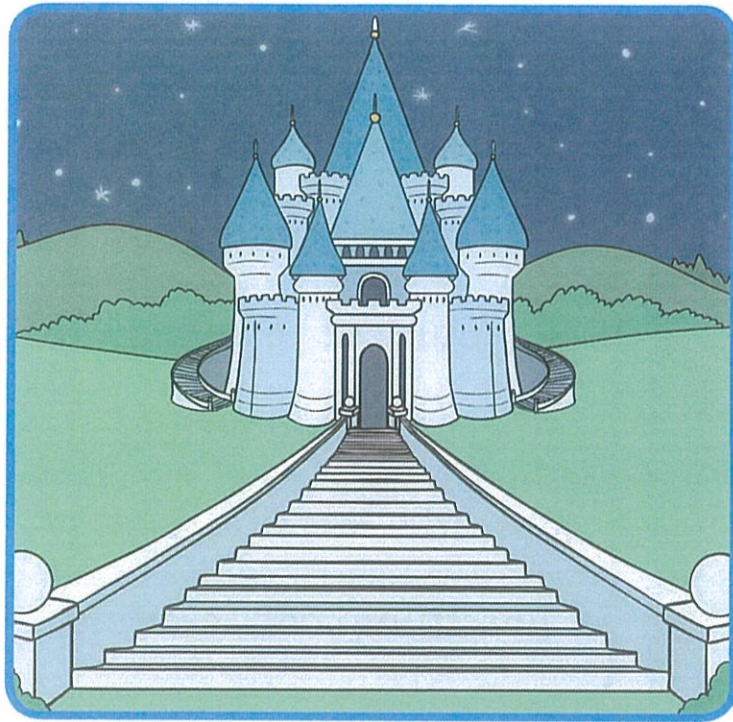


Key Words

windy warm hot tropical
 beautiful magnificent
 noisy dangerous
 ferocious swashbuckling
 daring sandy exciting
 adventurous frightening

Can you write a paragraph about this setting?

Story Settings Description

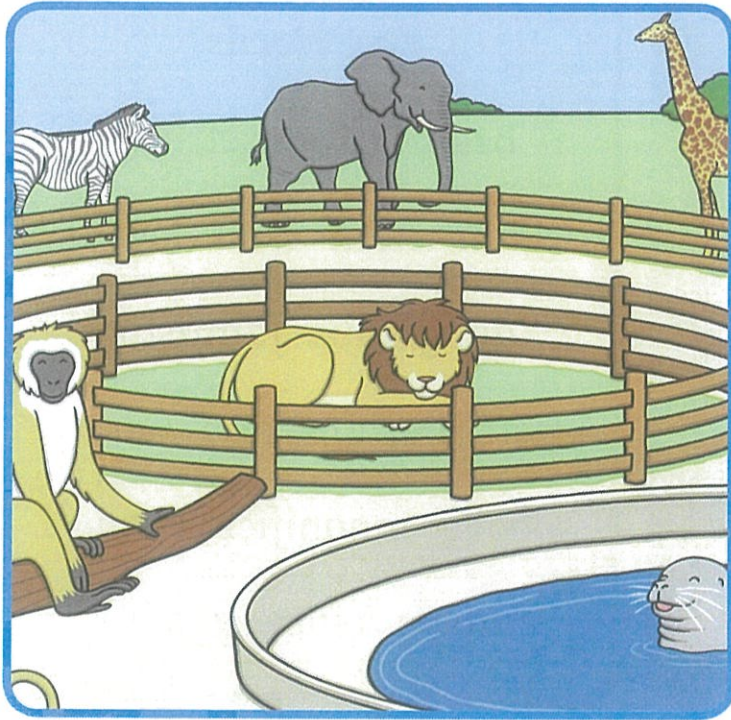


Key Words

beautiful magical
enchanted glowing
glistening glittering stunning
fantastic magnificent starry
quiet bright majestic
glamorous elegant

Can you write a paragraph about this setting?

Story Settings Description



Key Words

noisy busy crowded wild
fantastic beautiful majestic
fantastic fascinating
dangerous roaring wonderful
exciting interesting
entertaining enjoyable

Can you write a paragraph about this setting?

Story Settings Description



Key Words

beautiful unsettling
giant calm wild lovely
dangerous fantastic
scorching freezing windy
spooky magnificent quiet
noisy tense lonely

Can you write a paragraph about this setting?

Describe the Monster

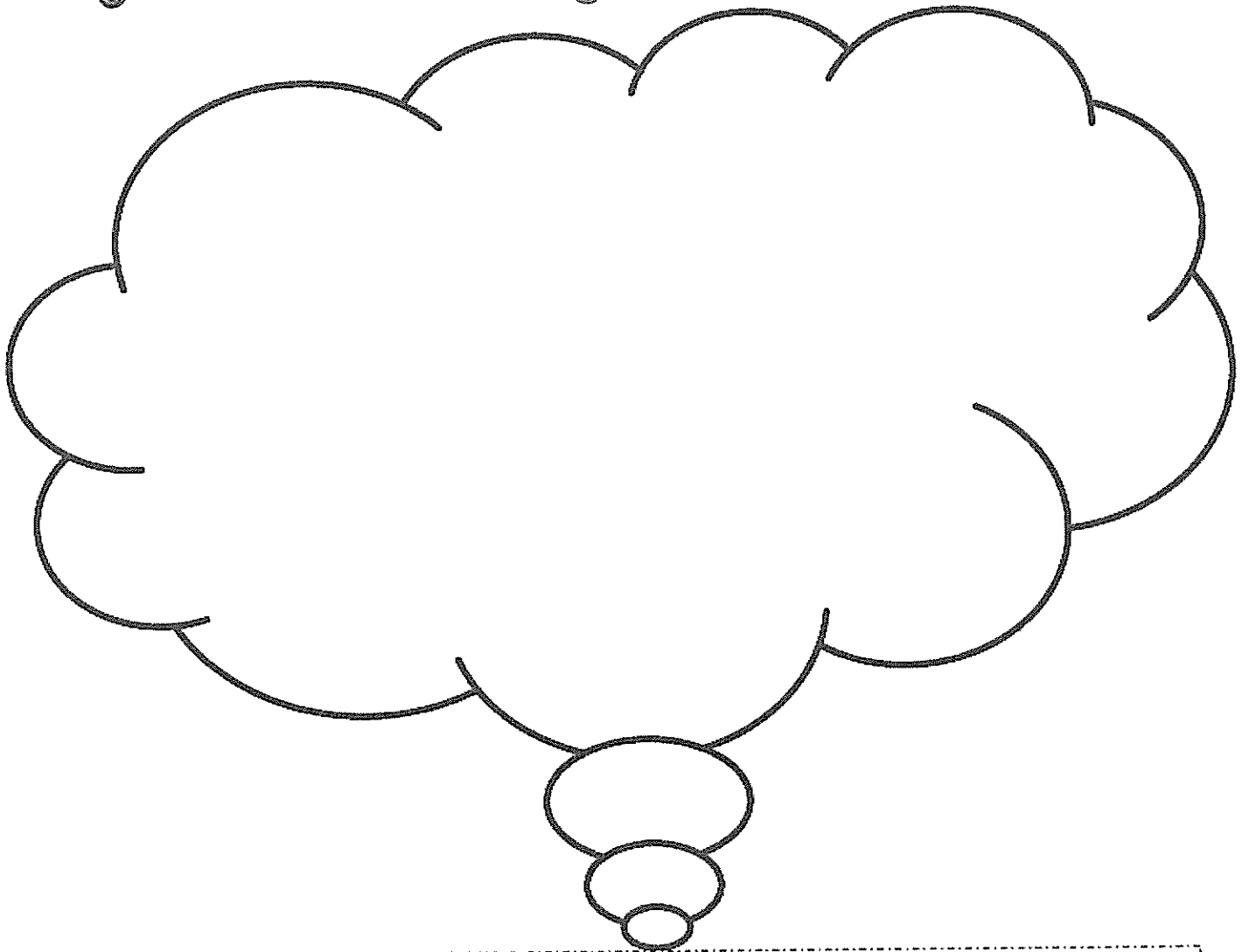


Choose the words and phrases that describe the monster.
Can you add any of your own?

- hairy
- scaly
- orange
- blue
- enormous
- tiny
- friendly
- fearsome
- pointy tusks
- purple claws

Write some sentences to describe the monster.

My mental image Name: _____



I saw a man with a blue, blue nose;
and red, red hair;
and green, green toes.

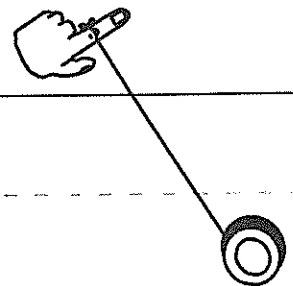
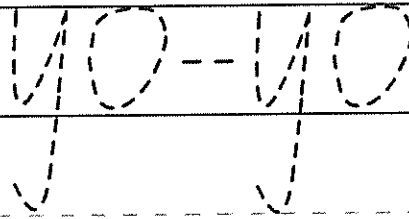
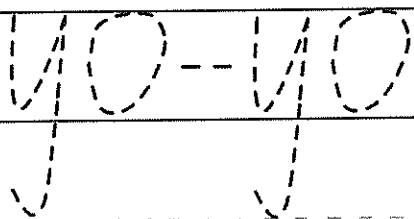
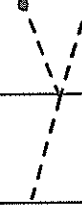
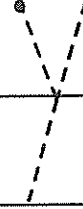
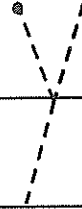
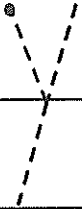
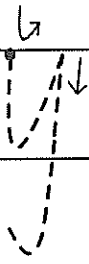
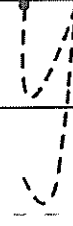
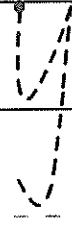
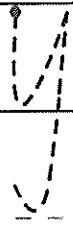
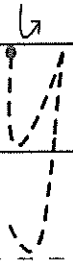
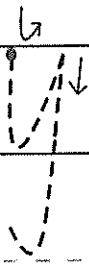
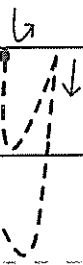
He had bells on his fingers,
and bells on his feet,
and he went DING-A-LING,
up and down the street!

y
Y



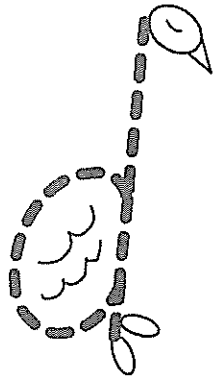
My name is:

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



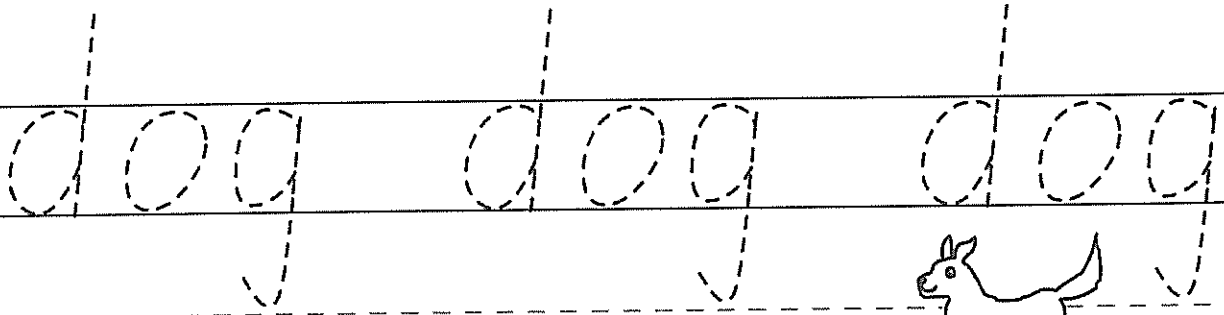
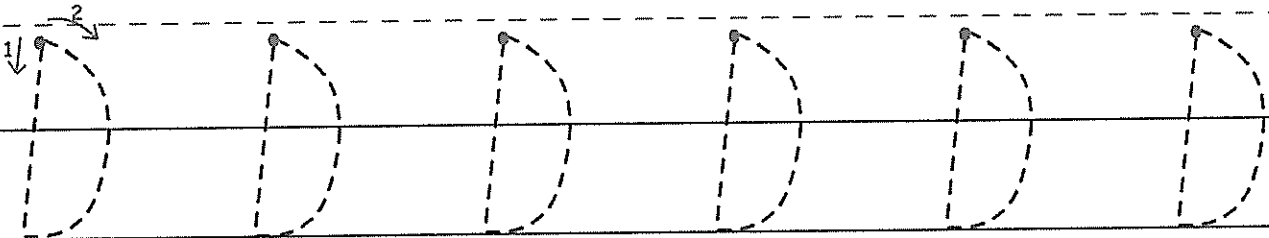
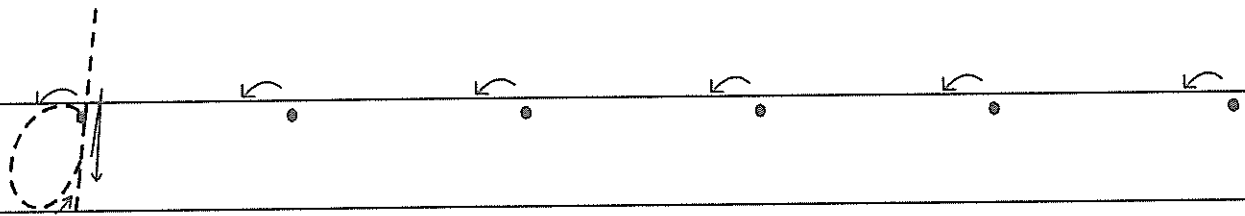
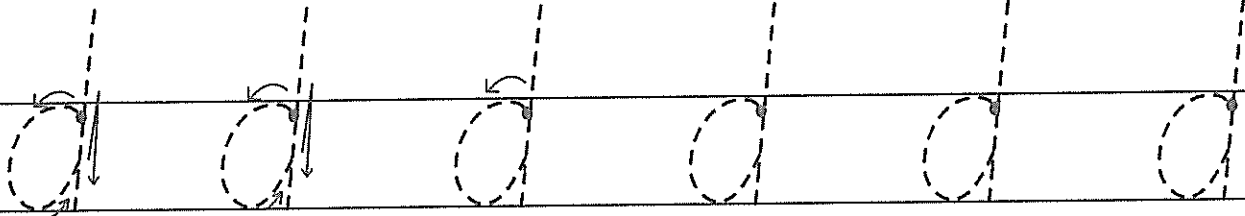
d

D

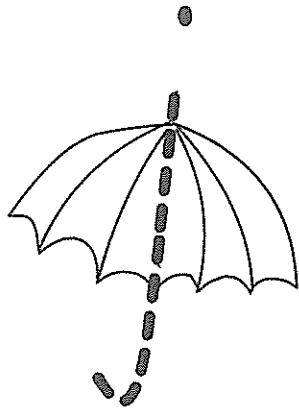


My name is:

Three horizontal lines for writing a name: a solid top line, a dashed middle line, and a solid bottom line.



j
J



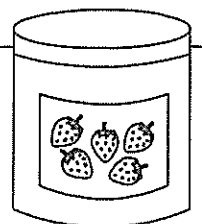
My name is:

j j j j j j

j j j j j j

j j j j j j

jar jar jar



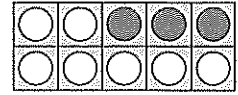
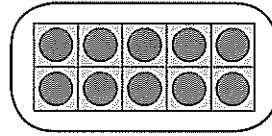
Place value to 99 – tens and ones

How many counters are there?

This is **1** group of ten and **3** ones.

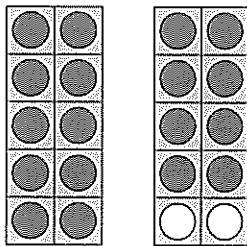
We write the tens first. **13**.

Sometimes we call the ones 'units'. They mean the same thing.



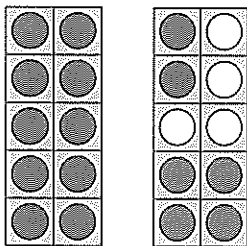
1 Circle the full groups of tens. Write how many tens and how many ones. Then write the number.

a



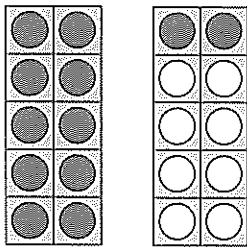
tens	ones

b



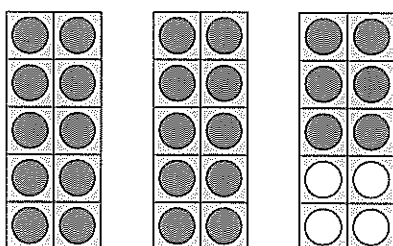
tens	ones

c



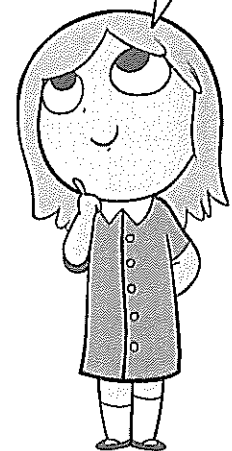
tens	ones

d



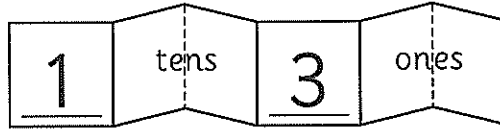
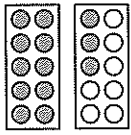
tens	ones

There is **1** group of tens and **8** ones. I write the tens first. **18**



Place value to 99 – using numeral expanders

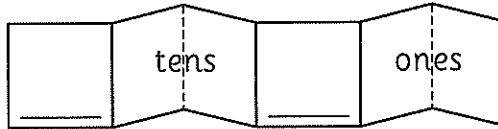
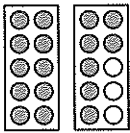
We can use numeral expanders to help us understand numbers.



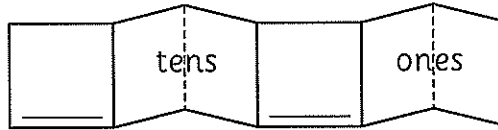
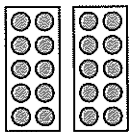
 13

1 Write how many tens and ones. Then write the number.

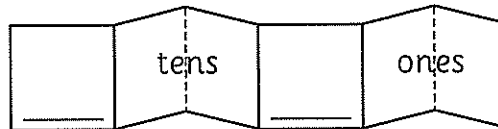
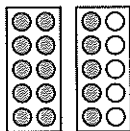
a



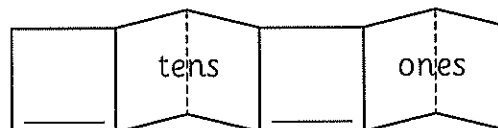
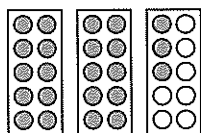
b



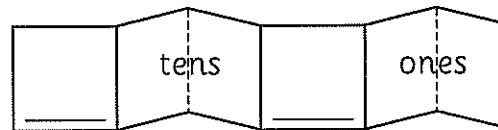
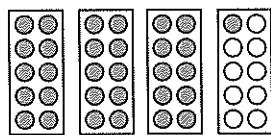
c



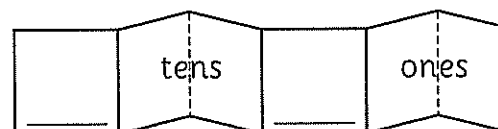
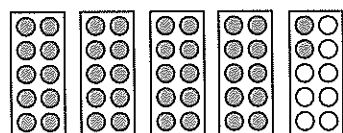
d



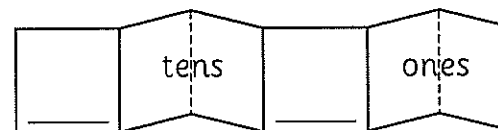
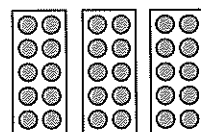
e



f



g

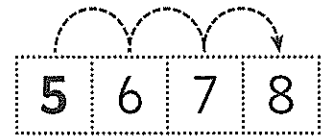


Subtraction – counting on

Counting on is an addition strategy but it is also a useful way to solve subtraction problems. We start at the smaller number and count on to get to the bigger number.

$$8 - 5 = \square$$

We start at 5. We count on till we get to 8.

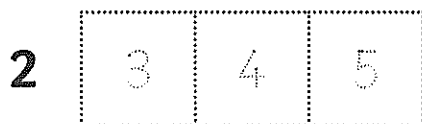


We counted on 3 more numbers.

$$8 - 5 = 3$$

1 Use the counting on strategy to solve these problems. Start at the smaller number and count on.

a $5 - 2 = \square$



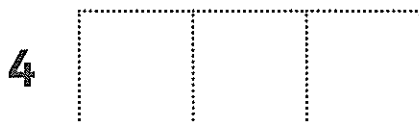
I counted on more numbers.

b $8 - 6 = \square$



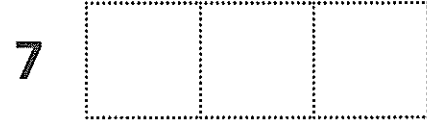
I counted on more numbers.

c $7 - 4 = \square$



I counted on more numbers.

d $10 - 7 = \square$

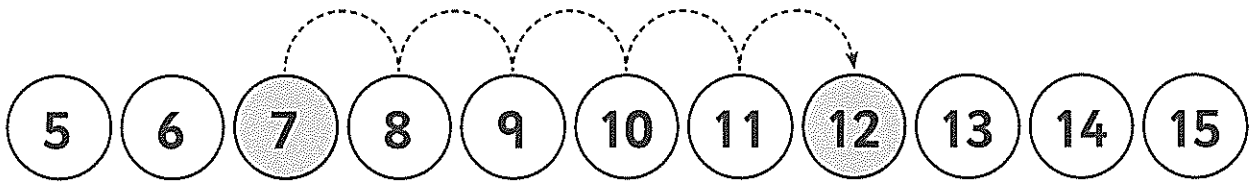


I counted on more numbers.

Subtraction – counting on

- 1 Colour the 2 numbers. Jump from one to the other.
How many jumps are there? Finish the fact.

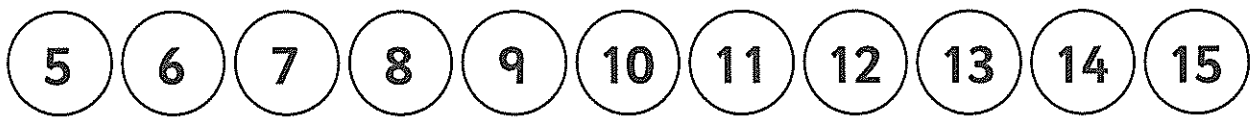
a



A number line from 5 to 15. The numbers 7 and 12 are shaded. Dashed arrows show jumps from 7 to 8, 8 to 9, 9 to 10, 10 to 11, and 11 to 12.

$$12 - 7 = \square$$

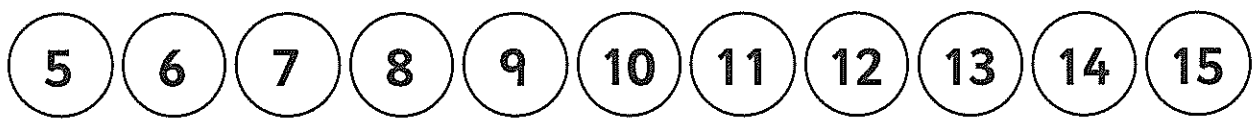
b



A number line from 5 to 15.

$$13 - 9 = \square$$


c



A number line from 5 to 15.

$$11 - 8 = \square$$

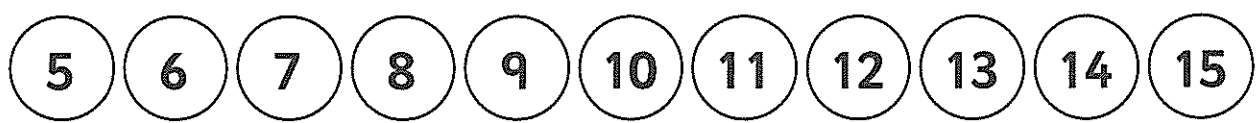
d



A number line from 5 to 15.

$$14 - 11 = \square$$

e



A number line from 5 to 15.

$$13 - 9 = \square$$

Numbers to 100 – location and order

1 Draw lines to join the number to the right step. It might help to write the missing numbers in.

58

67

75

77

81

85

93

96

50 51 52 53 54 55 56 57 58 59 60

70

80

90

100

fifty two

sixty three

seventy four

eighty six

eighty nine

ninety two

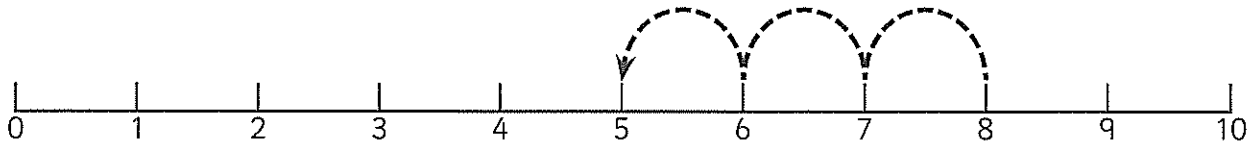
ninety nine

one hundred

Subtraction – counting back

Another way to subtract is to count back. Number lines can help us do this as counting backwards can be tricky!

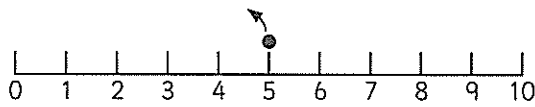
$$8 - 3 = \boxed{?}$$



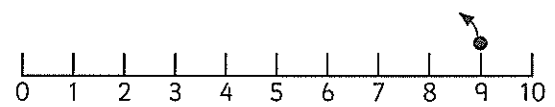
We start at 8 and jump back 3 spaces.

$$8 - 3 = 5$$

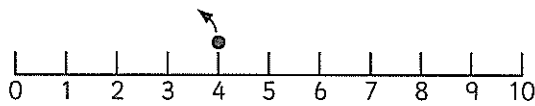
1 Count back using the number line. Finish the number facts.



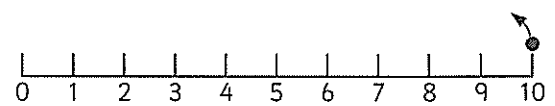
a $5 - 3 = \boxed{}$



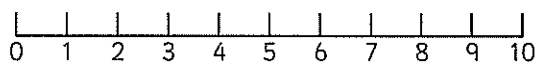
b $9 - 2 = \boxed{}$



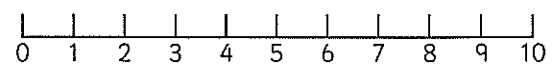
c $4 - 2 = \boxed{}$



d $10 - 5 = \boxed{}$



e $7 - 6 = \boxed{}$



f $10 - 2 = \boxed{}$



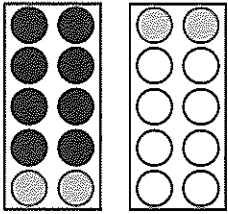
Remember we count the **jumps or spaces**, not the numbers!

Addition – make 10

How do we make 10 when adding on to 8?

$$8 + 4 = \boxed{?}$$

We place 8 counters. We need to add 4 more.



We put 2 in the first tens frame. We have made 10.

We need to add 2 more into the other frame.

Now we have 12.

$$8 + 4 = 12$$

2 Colour more counters to solve these problems.

a **Colour 3 more**

$$8 + 3 = \square$$

in one frame

in the other

b **Colour 7 more**

$$8 + 7 = \square$$

in one frame

in the other

c **Colour 6 more**

$$8 + 6 = \square$$

in one frame

in the other

d **Colour 4 more**

$$8 + 4 = \square$$

in one frame

in the other

Numbers to 50 – numerals and words

You will need:  a partner  scissors



What to do:

Cut out the cards on these two pages. Spread out the numbers face down in 1 group and spread out the words face down in another group.

Decide who will go first. Player 1, turn over 1 card from the number group and 1 card from the word group. If they match, you keep the cards and get another turn. If not, turn them back over and Player 2 has a turn. Play till all the cards are gone. Who has the most cards at the end?

20	21	22	23	24
30	31	32	33	34
45	46	47	48	49
26	36	27	37	50

Numbers to 50 – numerals and words (continued)



✂

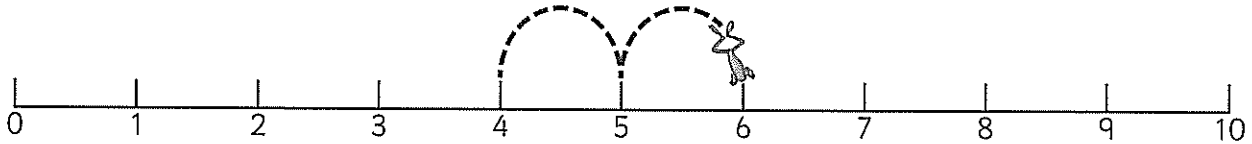
twenty	twenty one
twenty two	twenty three
twenty four	thirty
thirty one	thirty two
thirty three	thirty four
forty five	forty six
forty seven	forty eight
forty nine	twenty six
thirty six	twenty seven
thirty seven	fifty

Addition – using number lines

Number lines are handy tools to use when adding.

Look at $4 + 2 = \boxed{?}$

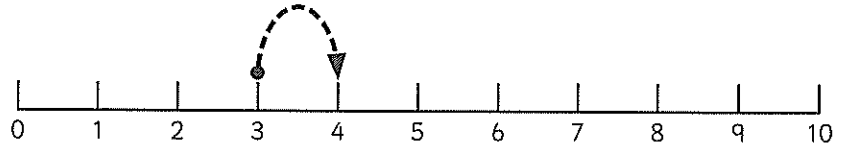
We start at 4 and hop 2 spaces.



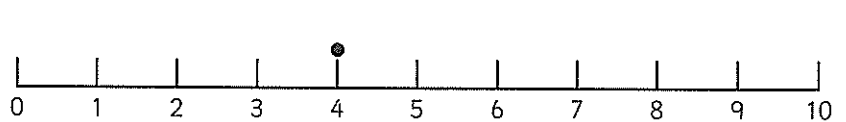
$4 + 2 = 6$

1 Hop along the number line and finish the number fact.

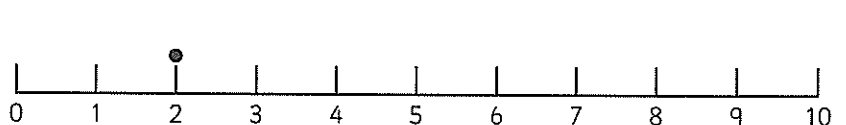
a $3 + 1 = \boxed{}$



b $4 + 4 = \boxed{}$



c $2 + 3 = \boxed{}$



2 The hops are on the line. Write the number fact to match.

a $\boxed{1} + \boxed{} = \boxed{}$

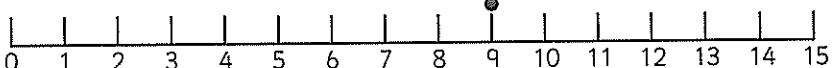
b $\boxed{2} + \boxed{} = \boxed{}$

c $\boxed{7} + \boxed{} = \boxed{}$

Addition – using number lines


1 Hop along the number line and finish the number fact.

a $9 + 2 = \square$



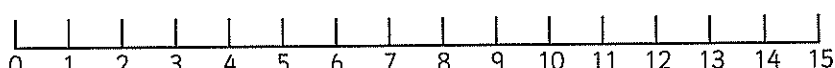
A number line from 0 to 15 with tick marks at every integer. A small dot is placed above the number 9.

b $8 + 5 = \square$



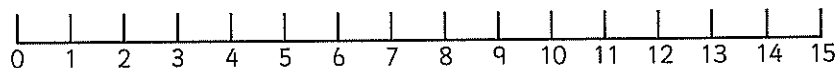
A number line from 0 to 15 with tick marks at every integer. A small dot is placed above the number 8.

c $7 + 7 = \square$



A number line from 0 to 15 with tick marks at every integer.

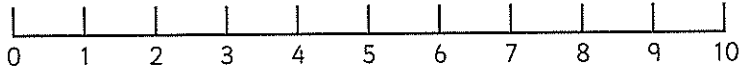
d $11 + 2 = \square$



A number line from 0 to 15 with tick marks at every integer.

2 Show the story on the number line and as a fact.

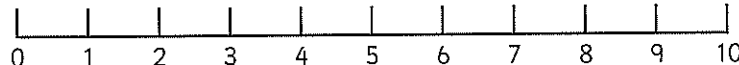
a Tahlia had **6** stickers. Her friend gave her **4** more. How many stickers does she have now?



A number line from 0 to 10 with tick marks at every integer.

$\square + \square = \square$

b Mohammed kicked **3** goals on Tuesday and **6** goals on Wednesday. How many goals did he kick altogether?

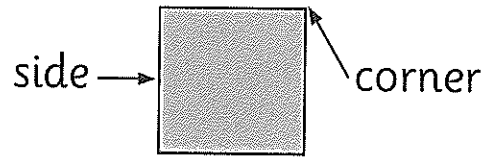


A number line from 0 to 10 with tick marks at every integer.

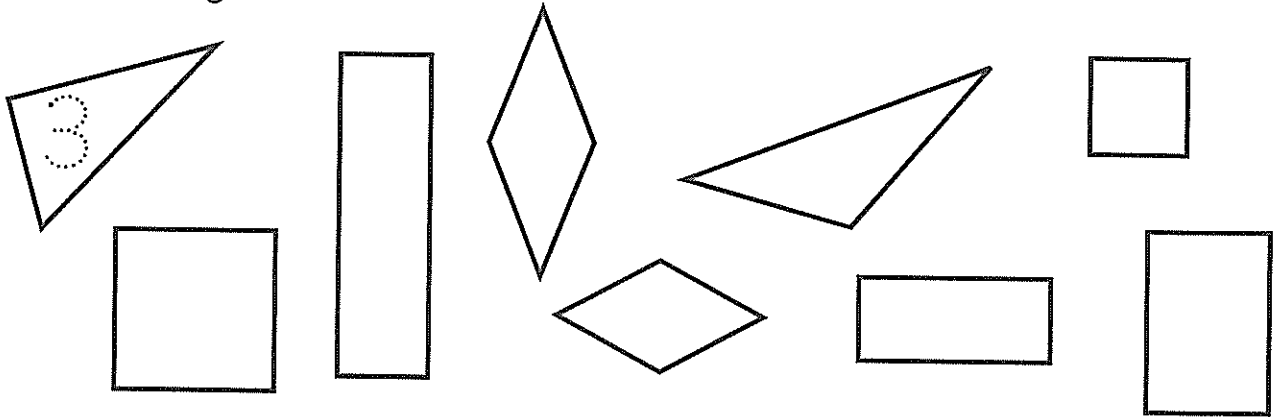
$\square + \square = \square$

2D space – sides and corners

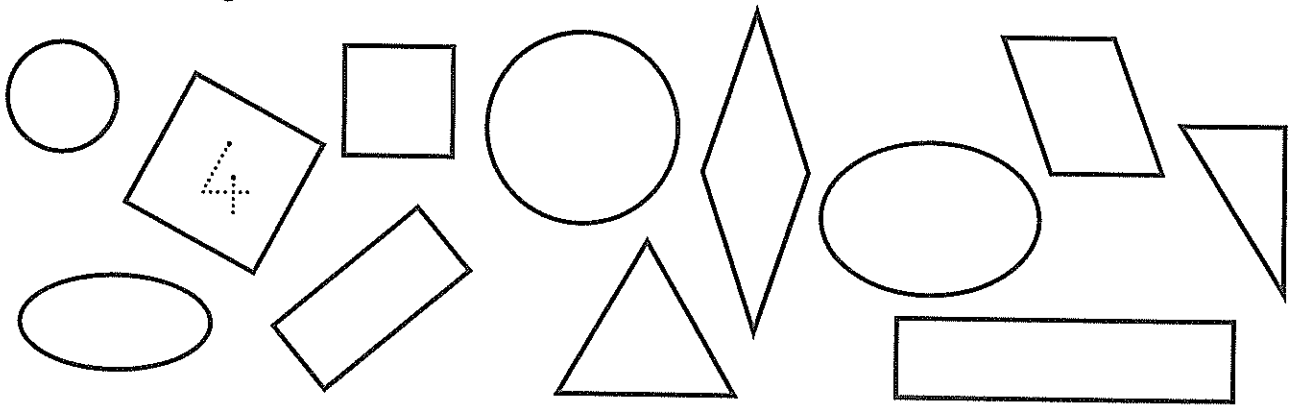
Shapes can have sides and corners.
Corners are made when 2 or more sides meet.





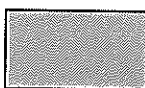
1 How many sides?



2 How many corners?



3 How many sides and corners?

	Shape	Sides	Corners
a	triangle 		
b	square 		
c	rectangle 		

Patterns and rules – repeating patterns

You will need: 3 different pattern blocks such as



What to do:

Using your 3 different pattern blocks, think of a rule and make a repeating pattern. Record it here.

--	--	--	--	--	--	--	--	--	--

What to do next:

How many **different** repeating patterns with the blocks can you make? Each one will have a different rule. You don't have to use all 3 blocks in your pattern if you don't want to. Record them here.

--	--	--	--	--	--	--	--	--	--




--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

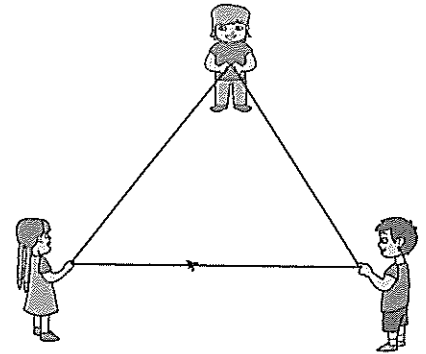
2D space – explore

You will need:  3 partners  scissors  string

What to do:

Cut a long piece of string and tie the 2 ends together. Make a triangle using the string and your group. Will you need all 4 people to do this? Why or why not?

Now make a different triangle.



What to do next:

Make a square. Now turn it into a rectangle. How did you do this?

Can you make a pentagon and then a hexagon? You may need to get some more people to help you.

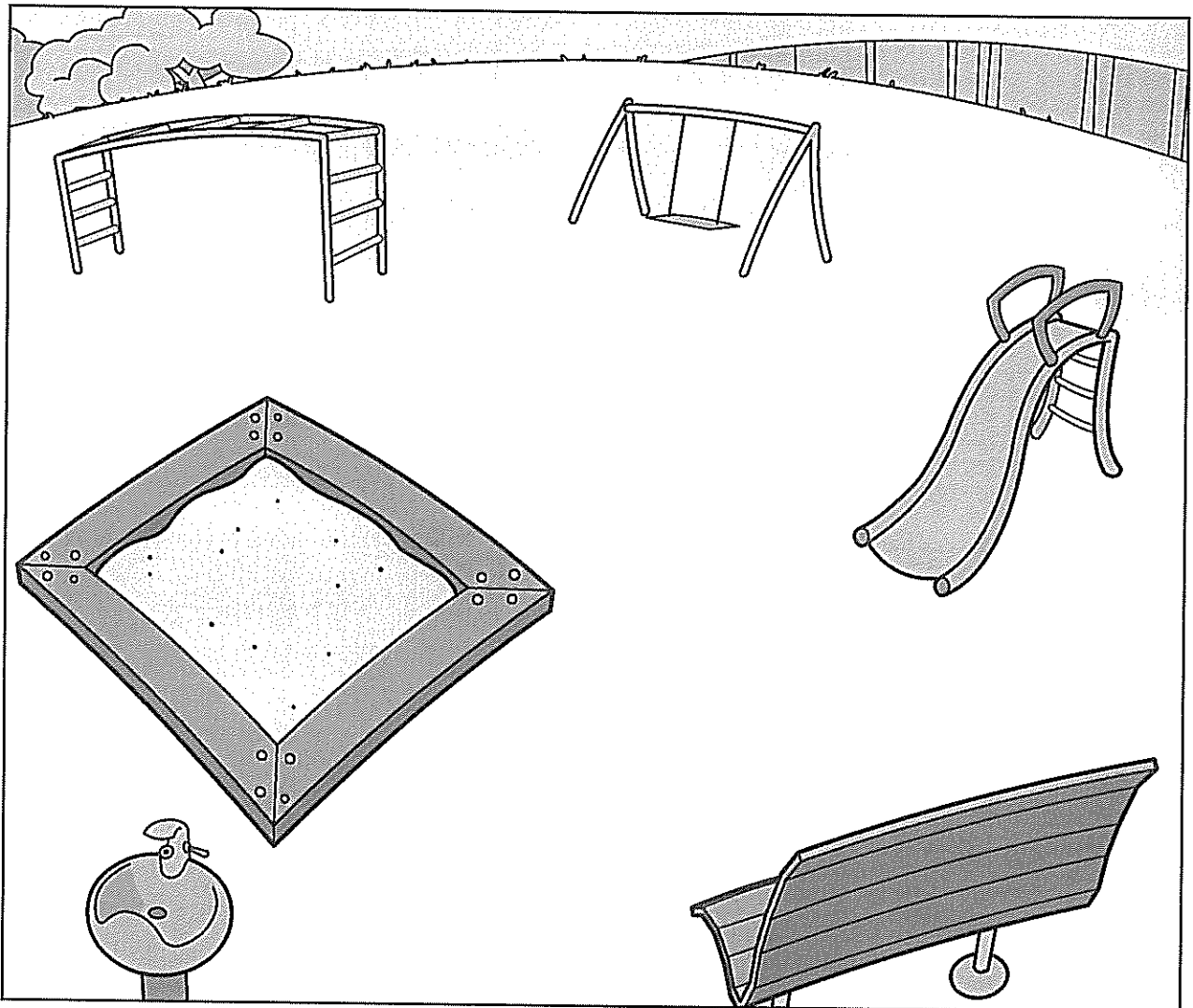
Is it possible to make a circle this way? Show and explain your results to your teacher and classmates.

Position – language

1 Draw:

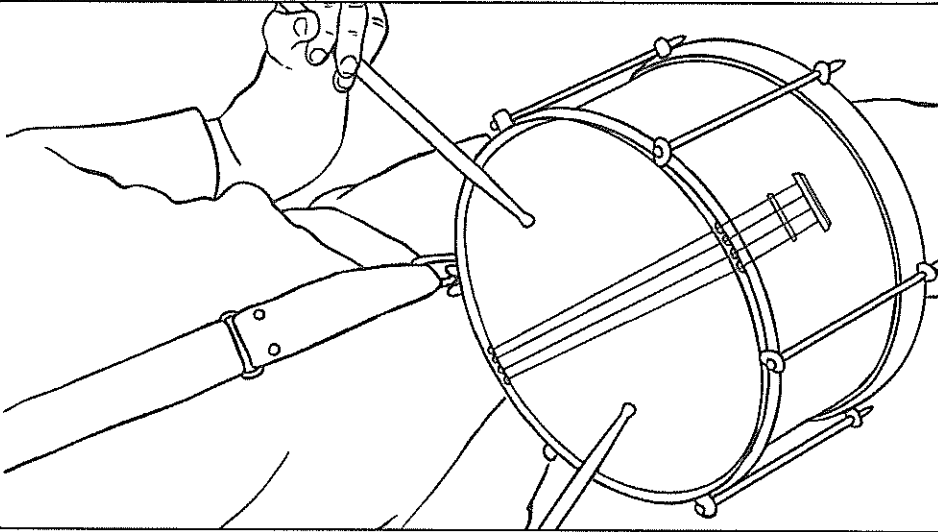

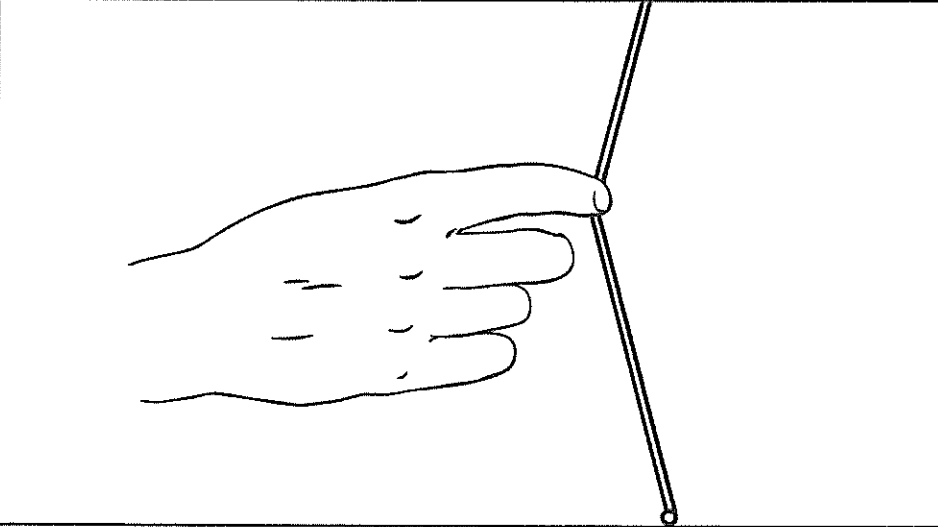
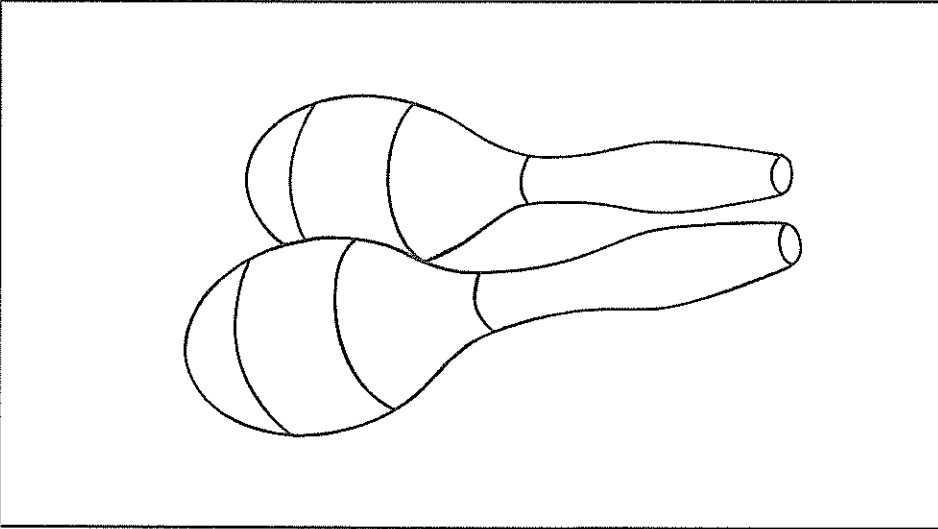
- a a girl **next to** the sandpit.
- b a boy **on** the slide.
- c 2 flowers **under** the climbing frame.
- d a boy **beside** the bubbler.
- e a bucket and spade **in** the sandpit.
- f a girl **behind** the swing.
- g yourself. Where are you?

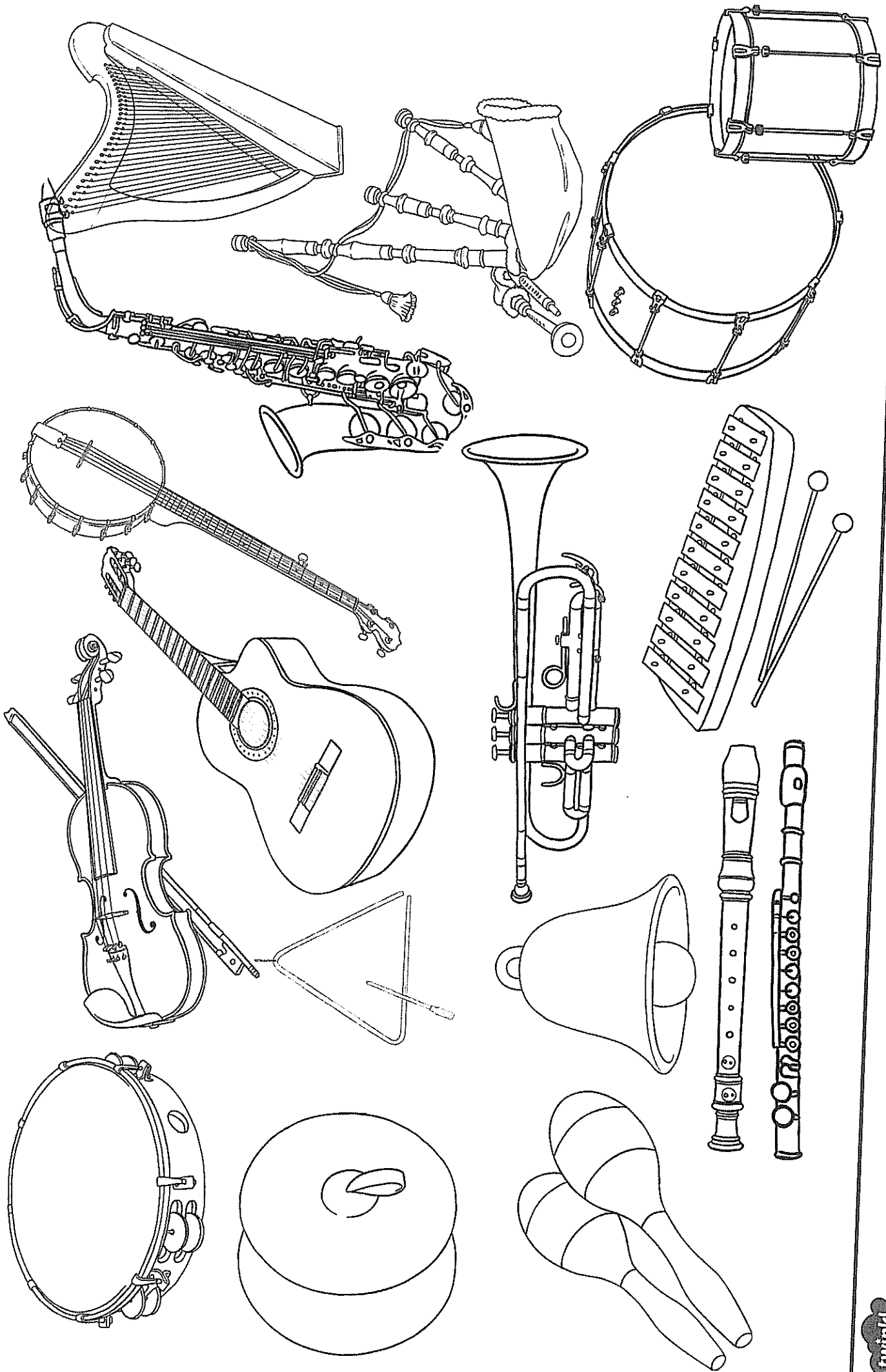
I am _____.



Sorting Instruments by How They Are Played

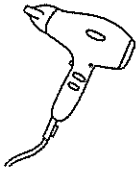
I can describe how a variety of instruments make sound

Strike	Blow	Pluck	Shake
			

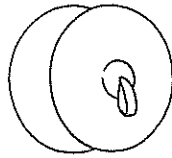


Describing Sounds

Colour the words to describe the sounds these items make.



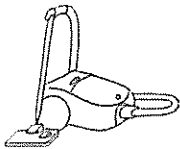
hairdryer	
high	low
loud	soft



cymbals	
high	low
loud	soft



helicopter	
high	low
loud	soft



vacuum	
high	low
loud	soft



brushing teeth	
high	low
loud	soft



whistle	
high	low
loud	soft



doorbell	
high	low
loud	soft



phone ringing	
high	low
loud	soft



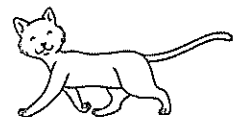
bike bell	
high	low
loud	soft



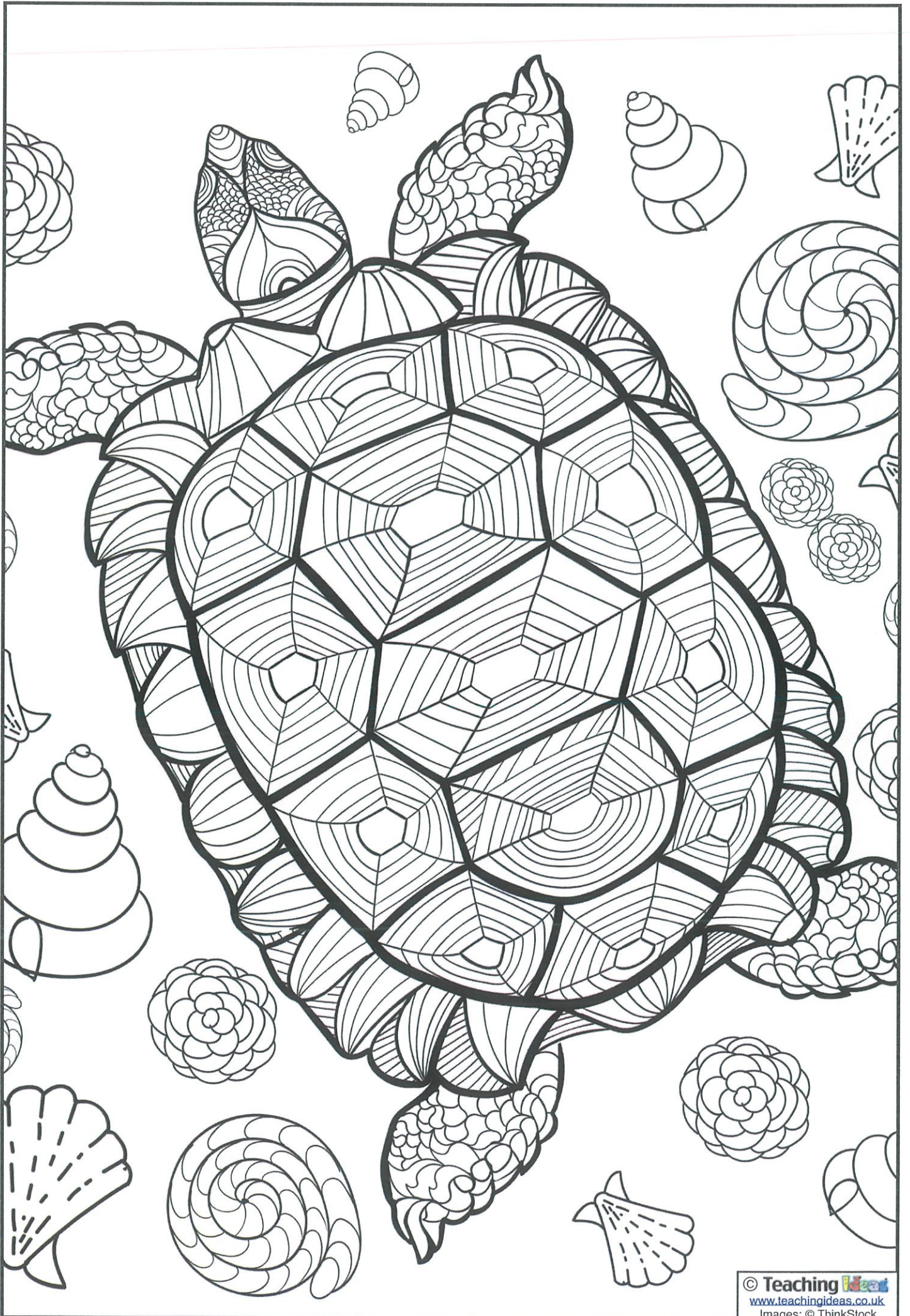
dog barking	
high	low
loud	soft



alarm clock	
high	low
loud	soft

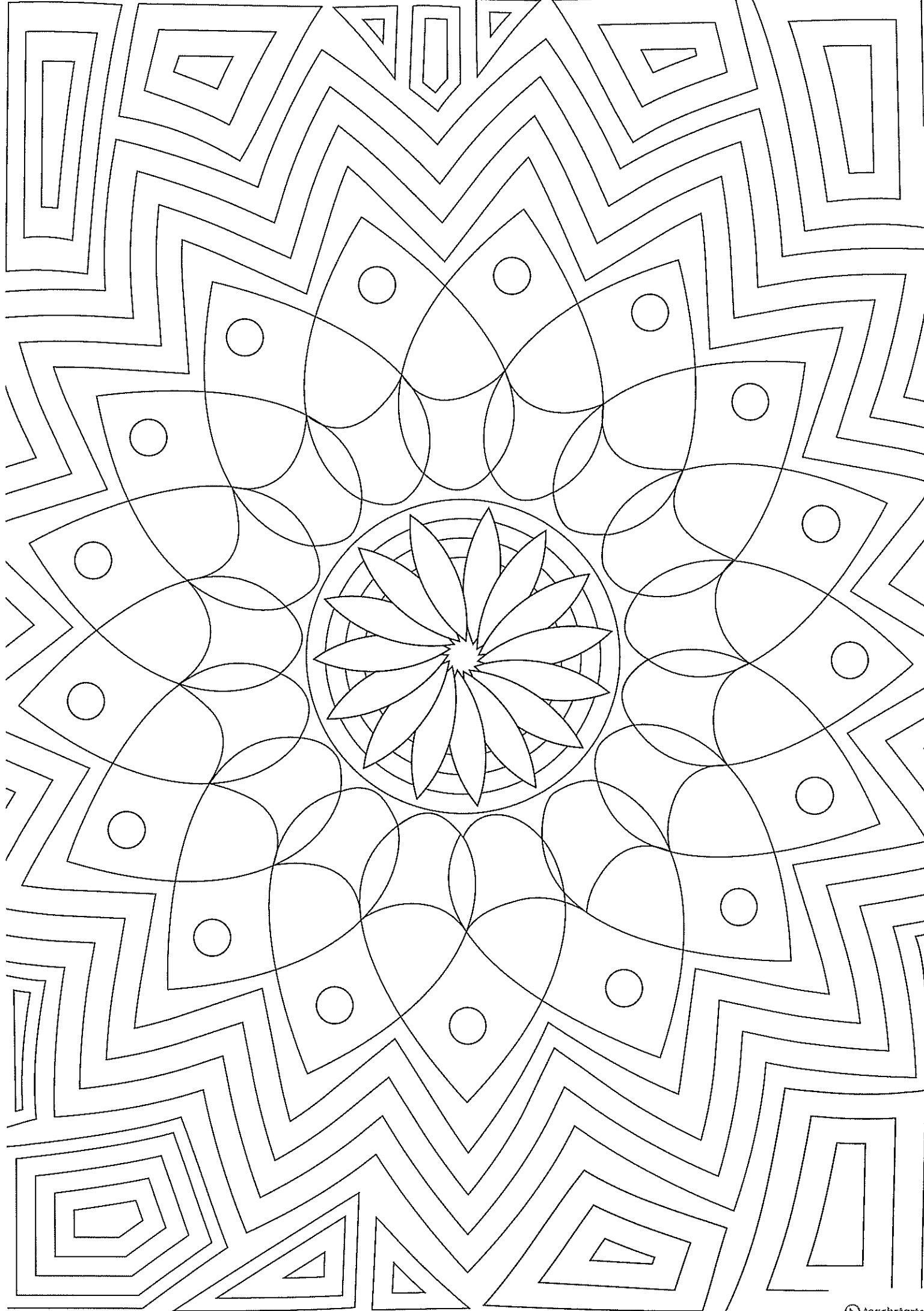


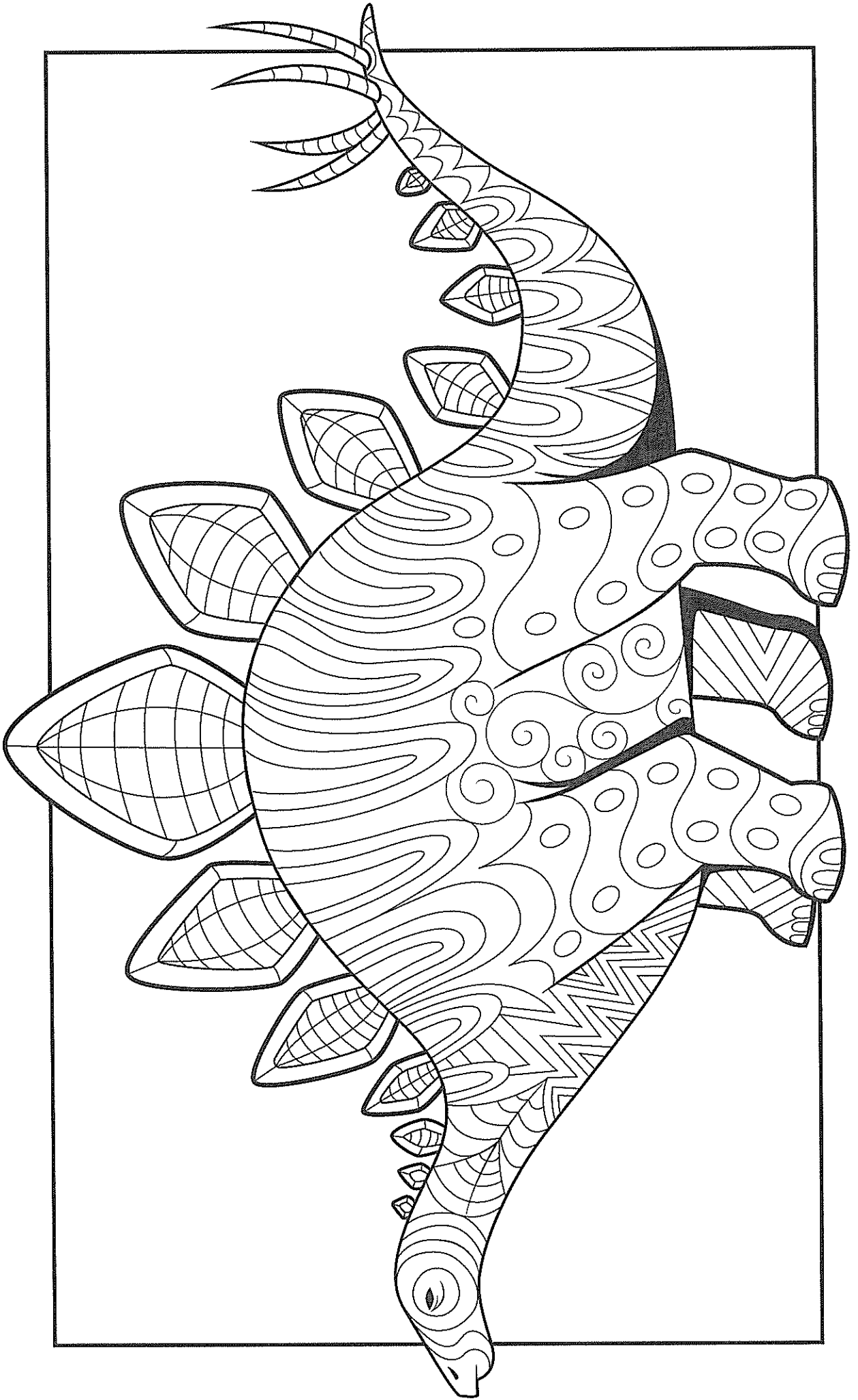
cat purring	
high	low
loud	soft































Superhero Action Training

Directions: Perform each action. Check it off when complete. Circle all the action verbs.

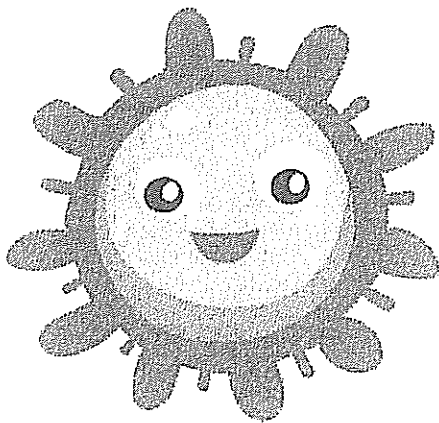
<input type="checkbox"/> balance on one foot for 10 seconds		<input type="checkbox"/> bend and touch your toes 10x	
<input type="checkbox"/> crawl forward for 10 feet		<input type="checkbox"/> curl your body up and hold for 10 seconds	
<input type="checkbox"/> gallop for 10 steps		<input type="checkbox"/> hop on one foot 10x	
<input type="checkbox"/> jump in place 10x		<input type="checkbox"/> kneel up tall for 10 seconds	
<input type="checkbox"/> leap forward 10x		<input type="checkbox"/> roll in a straight line for 10 feet	
<input type="checkbox"/> run in place for 10 seconds		<input type="checkbox"/> sit and then stand up 10x	
<input type="checkbox"/> skip forward 10x		<input type="checkbox"/> slide to the right 10x slide to the left 10x	
<input type="checkbox"/> stomp your feet in place 10x		<input type="checkbox"/> straighten your body and hold for 10 seconds	
<input type="checkbox"/> stretch your legs for 10 seconds		<input type="checkbox"/> twist your body to the right and left 10x	
<input type="checkbox"/> walk backwards for 10 steps		<input type="checkbox"/> wiggle your body for 10 seconds	

Go to www.YourTherapySource.com/superhero for the complete download

Kumarah

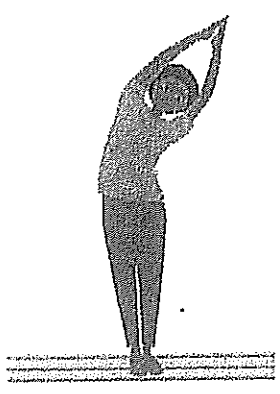
Kid's Yoga and Mindfulness

Kids Morning or Evening Yoga Sequence



- **Mountain pose (or house, or tower):** Stand tall with your feet together and back straight. Squeeze your legs together and reach your arms up toward the sky to become a tall mountain!
- **Crescent moon (or kite):** Clasp your hands together over your head and reach up and over to the right. Lengthen your side body and make a moon shape. Breathe in and go back up. Exhale and reach to the other side.
- **Forward fold (or ragdoll, or waterfall):** Gently release your hands, bend your knees a little, and fold all the way forward. Rest your hands on your legs or the floor and gently let your head hang down.
- **Plank pose (could be a pirate ship plank or a blimp or... you decide!):** Walk your hands out towards the top of your mat so your body is in a straight line. Squeeze your legs in and your tummy to your spine. Look forward just a little to keep your back straight.
- **Baby shark (or superhero with hands released):** Lower all the way down to your tummy and reach your hands behind you. Clasp them behind your back like a fin, squeeze your legs together like a tail, and lift your shoulders up. Wiggle back and forth like a shark!

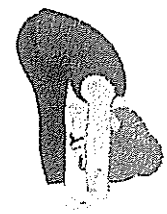
- **Down dog (or tent, pyramid, or unicorn!):** Press your hands into the mat and lift your hips up and back. Lengthen your spine so your back is straight, bending your knees a little if you need to.
- **Warrior one (or archer, goddess, or superhero):** Step one foot forward up next to your hands. Bend your front knee and keep your back leg straight. Reach your arms up to the sky and stand proud and strong.
- **Warrior two (or surfer):** Keeping your legs the same, rotate your shoulders and hips to the side, reaching your arms out away from you and parallel to the ground. Look forward and breathe!
- **Tree pose:** Step your feet together and stand straight and tall with your hands at your heart. Lift one foot up to rest on your ankle, calf, or thigh. Reach your arms up and stand tall like a tree!
- **Eagle pose (or koala):** Bring your arms out in front of you, tucking one elbow under the other, bending your elbows and reaching for your palms. Then bend your knees deeply and cross one leg over the other, balancing on one foot or resting your other toes on the ground. Squeeze everything in to balance!



10

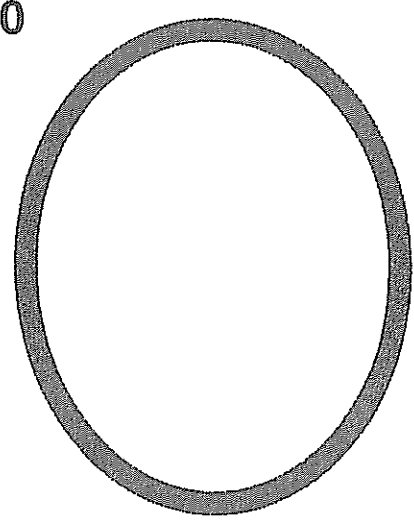
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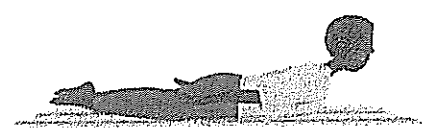


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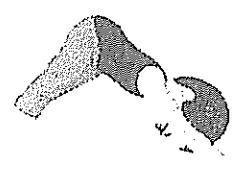
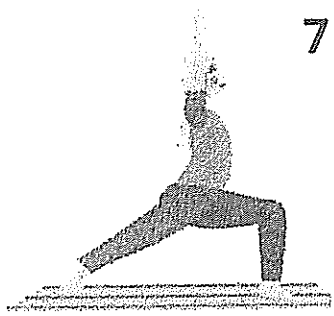
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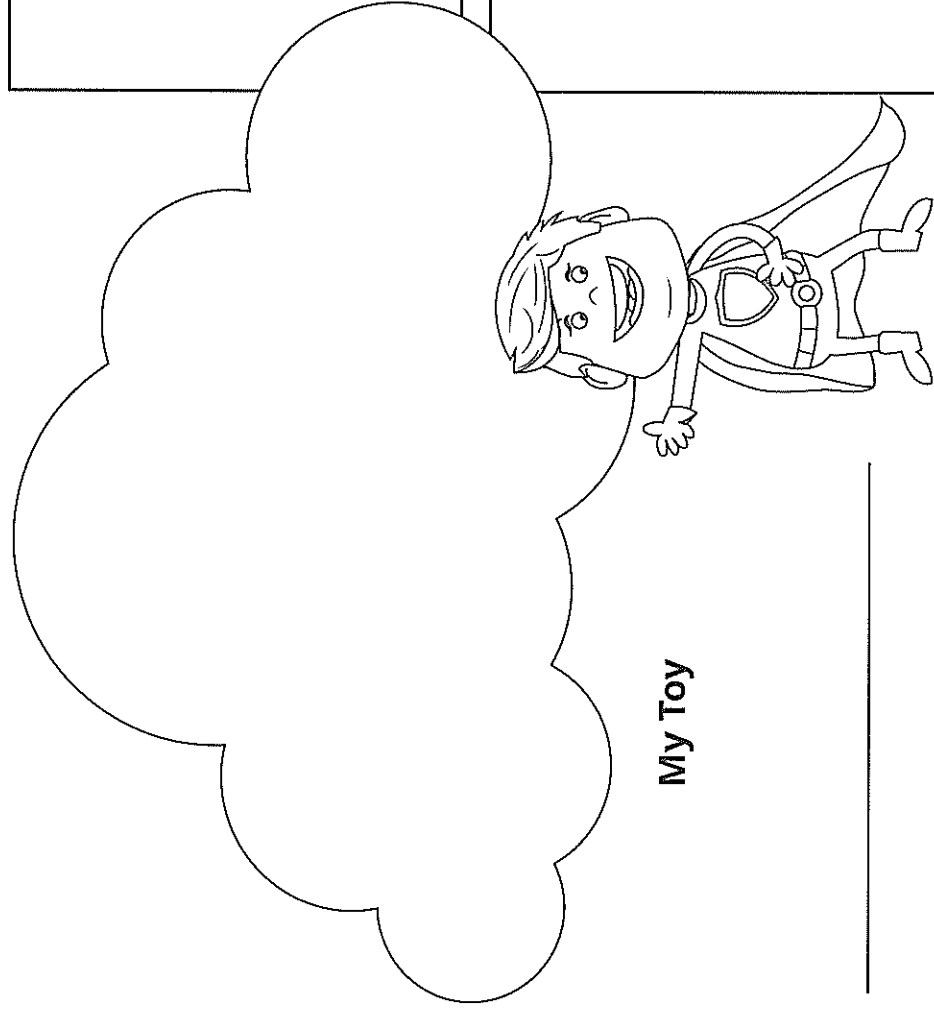


Name _____

Date _____

Describing Toys - Past and Present

Choose a toy from the past or present to describe below. Draw a labelled diagram of your chosen toy, then answer the questions.



What is it made from?

What can you do with it?

Who is this toy for?

Why is it fun to play with?

Name _____

Date _____

Comparing Toys - From Past to Present

Think of a toy from the past we still have today. Draw what it looked like then and what it looks like now.
Explain to a partner how the toy has changed over time.

Then	Now